

Adult Education Director's Handbook

Part I: The Essentials

2011 - 2012

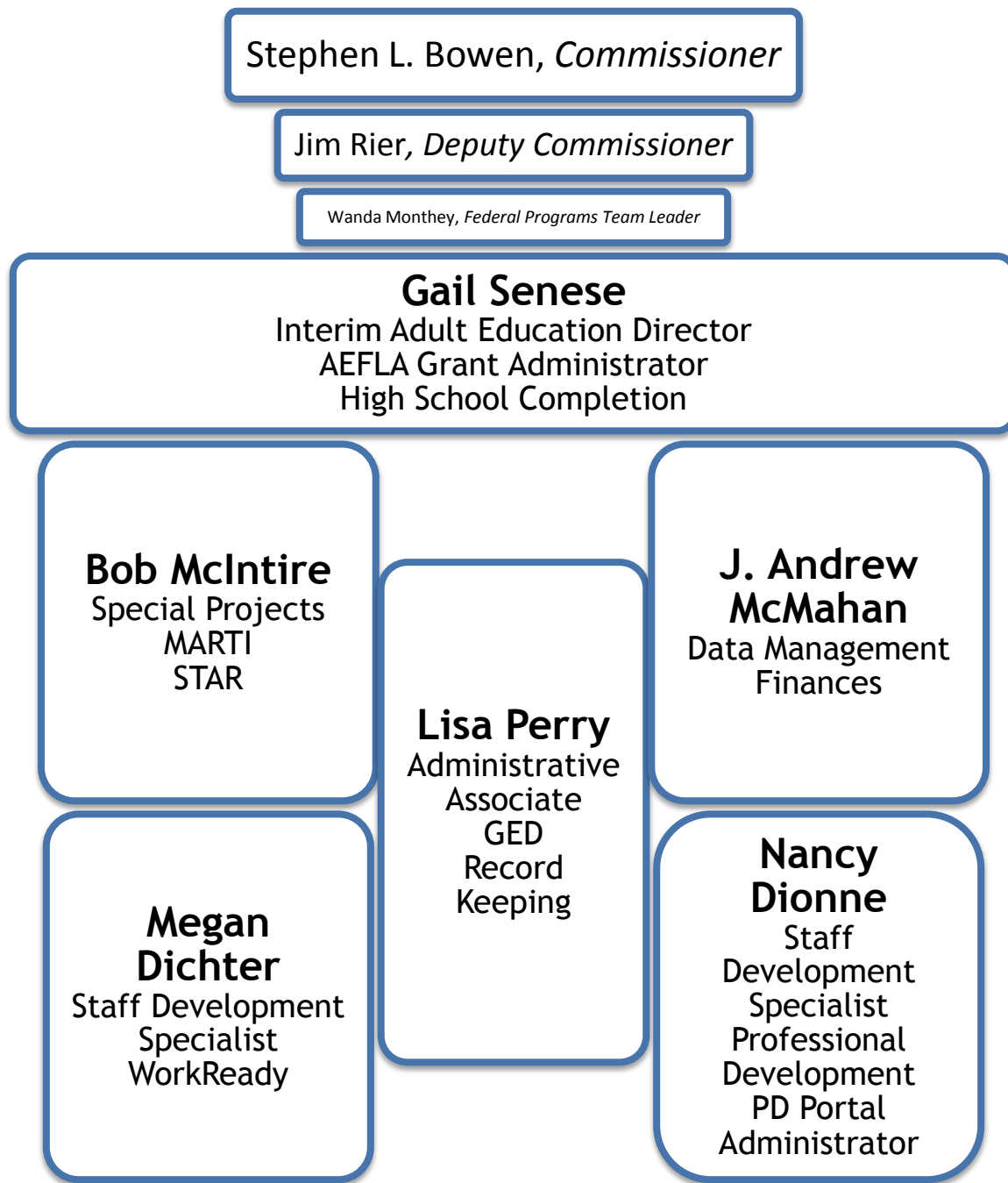
Maine Department of Education

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Section 1 - Organization

1. The Maine Department of Education (MDOE)

The Maine Department of Education (MDOE) is the department of state government charged with the administration of state, federal, and private foundation funds, and statewide leadership for the Maine Adult Education system. The MDOE is headed by the Commissioner of Education and a member of the leadership team is assigned to the Adult Education Team.



2. The Maine Adult Education Association (MAEA)

The Maine Adult Education Association (MAEA) is a membership organization representing the field of adult education in Maine. Members may be adult and community education programs, organizations or individuals. Funding comes from dues, grants and investment income. Activities include:

- Legislative representation and advocacy for adult education practitioners and learners
- Annual Maine Adult Education Association Conference
- Specialized activities and programs as requested by the field
- Website availability and assistance

MAEA contact information: P. O. Box 187
Greenwood, Maine 04255
(207) 875-2722
www.maineadulted.org

3. Adult Education Programs

Local Adult Education Programs are administered as part of the local school unit. Local School Units in Maine are organized as regional school unions (RSU), administrative districts (SAD), school unions (SAU), or municipal school departments. Newer groups included are Area organization of schools (AOS) and CSDs. A link to the directory of all local adult education programs is available on both the MAE website and the Maine Department of Education website at <http://www.maine.gov/education/aded/dev/index.htm>.

Local organization charts and all organization charts can be found in the Adult Education Program Directory.

Section 2 - Program Areas

1. ITV / University College (6050)

Description

University College (UC) is the part of the University of Maine System that offers university courses online and in communities across Maine. Fully-accredited distance learning degree programs and personalized support services allow people to train for a new career or update job skills on their own schedules.

Target Population

Beginning, advanced, and transferring college students of all ages

Examples of Services, Programs & Classes

- Online course support
- Onsite ITV classes
- Access to computers and the Internet
- Exam proctoring
- Course scheduling
- Interlibrary loan

Staffing

ITV coordinator, support staff, educational aide, exam proctor

Funding

RFP grant process coordinated by the Maine Department of Adult Education in collaboration with University College based on support services provided.

Common Collaborators & Partners

- University of Maine System
- Maine Community College System
- Maine Adult Education
- Maine Centers for Women, Work, and Community

For More Information

University College

1-800-868-7000

<http://learn.maine.edu>

2. Adult & College Transition (6060)

Description

College Transition programs provide courses to support adults with high school credentials who are not academically prepared to take college courses.

Target Population

Adult learners with high school credential (diploma or GED) who are in the process of enrolling in post-secondary education.

Examples of Services, Programs & Classes

- Accuplacer Assessment
- College and career planning
- Advising
- College tours
- Developmental courses in reading, writing, and math to prepare students for college-level classes
- Prerequisite courses for college admissions

Staffing

Advisors, instructors, program coordinators.

Funding

Local funding and, if eligible for state funding, reimbursed at the rate of 75% of the cost of required instructional salaries and fringe benefits for those courses and 50% of the cost of instructional supplies and textbooks used in those courses. Some Adult Transition programs are funded with a Maine College Transition (MCT) grant from the Maine Department of Education. Programs receiving grant funds have additional requirements.

Common Collaborators & Partners

- Maine Department of Education (MDOE)
- Maine Education Opportunity Centers (MEOC)
- Maine Community College System (MCCS)
- University of Maine System (UMS)
- Maine Adult Education Association (MAEA)
- Nellie Mae Education Foundation (NMEF)
- Women, Work, and Community (WWC)
- Finance Authority of Maine (FAME)

For More Information

Maine Department of Education, Maine College Transitions resources:

www.maine.gov/education/aded/dev/transitions.htm

Maine College Transition: <http://mct.maineadulted.org>

3. Adult Basic Education/AEFLA (6100)

Description

Instructional services to assist adults in becoming literate, obtaining knowledge and skills necessary for employment and self-sufficiency, obtaining the education and skills necessary to become full partners in their children's education and completing their secondary school education. Services for the least educated and most in need are the priority. The Adult Basic Education (ABE) program enables students to become more employable, productive and responsible citizens, as well as provide opportunities for them to continue their education, get better jobs, help their children with homework, increase income and boost self-confidence.

Target Population

Adults and out-of-school youth ages 16 years or older who are currently functioning below the eighth grade level or equivalent, are not enrolled in secondary school, do not have a secondary school diploma or its equivalent, and are beyond the age of compulsory school attendance under State law.

Examples of Services, Programs & Classes

- CASAS Assessment
- Goal planning
- Advising
- Adult Basic Education
- English as a Second Language
- Family literacy

Staffing

Advisors, instructors, program coordinators. Teacher certification is not required to teach adult literacy classes.

Funding

Federal grant to state and request for proposal (RFP) process to fund local programs. Funding to local programs is based on a formula focusing on the needs of lower level learners. These programs are funded through the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act; and with matching state and local dollars.

Common Collaborators & Partners

- Literacy Volunteers
- Maine Family Literacy Initiative
- Maine Career Centers
- DHHS/ASPIRE Program
- Maine Department of Corrections
- Vocational Rehabilitation
- Maine Humanities Council / New Books, New Readers Program

For More Information

- Maine Department of Education, Adult Education and Family Literacy Act (AEFLA) resources: www.maine.gov/education/aded/dev/aepla/aepla.htm
- U.S. Department of Education, Office of Adult and Vocational Education, Division of Adult Education and Literacy: www2.ed.gov/about/offices/list/ovae/pi/AdultEd/st-grant-admin-resrcs.html

4. Workforce Training & Retraining (6300)

Description

Courses or activities that serve any of the adult learners in the target population.

Target Population

- A. Preparatory learners – adults learning new skills in preparation for employment in a job or occupation that is new to them;
- B. Supplemental learners – adults pursuing courses or activities that are related, in a clear and applicable manner, to current full-time or part-time employment or wage-earning activities; or
- C. Certificate learners – adults participating in a sequence of courses that provide individuals with the academic and technical knowledge and skills that individuals need to prepare for further education and careers in current or emerging employment sectors.

Examples of Services, Programs & Classes

- Career Assessments
- Advising
- Instruction
- Career Planning
- WorkReady
- Certified Nurse's Aide (CNA)
- Office Skills Certificate (OSC)
- Commercial Driver's License (CDL)
- Software Applications

Staffing

Career advisors, instructors, program coordinators. Instructor qualifications vary based on the program. Some programs require state approval, such as WorkReady, CNA, and CDL.

Funding

Local funding including tuition and fees and local contracts and grants, and, if eligible for state funding, reimbursed at the rate of 75% of the cost of required instructional salaries and fringe benefits for those courses and 50% of the cost of instructional supplies and textbooks used in those courses. Program budget code is 6300.

Common Collaborators & Partners

- Maine Career Centers
- Local Workforce Investment Boards
- Local employers and industry
- Allies, Inc.
- DHHS/ASPIRE Program
- Women Unlimited
- Community Colleges
- Maine Department of Corrections
- Vocational Rehabilitation
- Coastal Enterprises, Inc. (CEI)
- Community Action Programs
- Chambers of Commerce
- University of Maine System
- Maine Community College System
- Maine Centers for Women, Work, and Community

For More Information

- Maine Department of Education, CareerPathways resources:
www.maine.gov/education/aded/dev/pathways.htm

5. Personal Enrichment (6200)

Description

Noncredit courses provided under the supervision of an instructor and in accordance with a course outline identifying instructional goals for its participants. Does not include offerings for the sole purpose of recreation.

Target Population

Adult learners. Local policy determines age requirements.

Examples of Services, Programs & Classes

- Arts and crafts classes
- Exercise and outdoor fun
- Field trips
- Computer skills for personal use
- Courses to benefit the home and family environment
- Health and wellness programs and classes
- Cooking, gardening, hobbies

Staffing

Instructors with an interest and special skill to teach others. Marketing coordinator.

Funding

Enrichment courses and activities may be financed by tuition fees, by funds made available by the unit, by funds from other sources or by a combination of these.

Common Collaborators & Partners

- Local hospitals
- Maine Cooperative Extension
- Family Violence Project
- Special interest clubs
- Senior colleges
- Local businesses
- Local recreation department

For More Information

- LERN: <http://www.lern.org/>

6. Adults with Disabilities (6400)

Description

Adults who cannot benefit from a regularly scheduled adult education course because of a disability and are found to be capable of benefiting from a course designed to help adults learn basic life skills through practical instruction related to their needs and goals.

Target Population

Adult learners with a disability.

Examples of Services, Programs & Classes

- Literacy classes
- Money handling
- Cooking
- Teamwork
- Communication skills
- Socialization skills
- Adult Functional Life Skills

Staffing

Instructors with experience working with a diverse population. Participants may attend with personal care staff who assist with classroom activities.

Funding

These classes are typically available to the learner at no cost. Local funding and, if eligible for state funding, reimbursed at the rate of 75% of the cost of required instructional salaries and fringe benefits for those courses and 50% of the cost of instructional supplies and textbooks used in those courses.

Common Collaborators & Partners

- Agencies and organizations that serve adults with disabilities
- Group homes
- Local school unit Special Education Department

For More Information

- Vocational Rehabilitation
- Learning Disabilities Association (LDA) of Maine

7. High School Completion: GED (6500)

Description

General Educational Development (GED) preparation courses for the Maine High School Equivalency Diploma. The GED program provides adults with an opportunity to obtain a certificate with the legal standing of a high school diploma through a pre-testing, preparation and testing program. The administration and use of the tests is governed by the GED Testing Service of the American Council on Education and the State of Maine. The GED Examiners Manual contains detailed instructions on all aspects of the program.

Target Population

Adults and out-of-school youth ages 16 years or older who are not enrolled in secondary school, do not have a secondary school diploma, and are beyond the age of compulsory school attendance under State law. The age requirement to take the Official GED Test is 18. Applicants who are 17 and who have been out of school for a year or who have a documented immediate need may also take the tests.

Examples of Services, Programs & Classes

- CASAS Assessment
- Goal planning
- Advising
- Pre-GED classes
- GED Prep classes
- Official GED Pretesting
- Official GED Testing

Staffing

Advisors, instructors, program coordinators. Teacher certification is required in at least one of the core content areas of English, math, science, and social studies.

Funding

Local funding and, if eligible for state funding, reimbursed at the rate of 75% of the cost of required instructional salaries and fringe benefits for those courses and 50% of the cost of instructional supplies and textbooks used in those courses.

Common Collaborators & Partners

- Maine Department of Education
- GED Testing Service

For More Information

- Maine Adult Education Statutes and Regulations:
www.maine.gov/education/aded/dev/regs/regs.htm
- Maine Department of Education, High School Completion resources:
www.maine.gov/education/aded/dev/hsc.htm
- GED Access Point: <http://access.gedtest.org>
- American Council on Education / GED Testing Service:
www.acenet.edu/AM/Template.cfm?Section=GED_TS

8. High School Completion: Adult Diploma Program (6500)

Description

Secondary educational offerings, aligned with the system of learning results that lead to a high school diploma awarded by the local district. The program must be approved by the Maine Department of Education. Local school units may have local policies on participation in adult education diploma programs.

Target Population

Adults and out-of-school youth ages 16 years or older who are not enrolled in secondary school, do not have a secondary school diploma, and are beyond the age of compulsory school attendance under State law.

Examples of Services, Programs & Classes

- CASAS Assessment
- Goal planning
- Advising
- Core classes in English, math, science and social studies
- Credit for work experience, volunteer and military service

Staffing

Advisors, instructors, program coordinators. Teacher certification is required to teach the core content areas of English, math, science, and social studies.

Funding

Local funding and, if eligible for state funding, reimbursed at the rate of 75% of the cost of required instructional salaries and fringe benefits for those courses and 50% of the cost of instructional supplies and textbooks used in those courses.

Common Collaborators & Partners

- Maine Department of Education
- Local high school

For More Information

- Maine Adult Education Statutes and Regulations:
www.maine.gov/education/aded/dev/regs/regs.htm
- Maine Department of Education, High School Completion resources:
www.maine.gov/education/aded/dev/hsc.htm
- Common Core State Standards: www.maine.gov/education/lres/commoncore/index.html

9. Adult Literacy (6600)

Description

Instruction, based on individual needs and goals, for adults whose skills in reading, writing, numeracy, speaking or listening are below the grade 12 level.

Target Population

Adults and out-of-school youth whose skills in reading, writing, numeracy, speaking or listening are below the grade 12 level.

Examples of Services, Programs & Classes

- CASAS Assessment
- Goal planning
- Advising
- Adult Basic Education
- English as a Second Language
- Family literacy

Staffing

Advisors, instructors, program coordinators. Teacher certification is not required to teach adult literacy classes.

Funding

Adult Literacy programs and classes are offered at no charge to the learner. Local funding may include local contracts and grants; and, if eligible for state funding, reimbursed at the rate of 75% of the cost of required instructional salaries and fringe benefits for those courses and 50% of the cost of instructional supplies and textbooks used in those courses.

Common Collaborators & Partners

- Literacy Volunteers
- Maine Family Literacy Initiative/Barbara Bush Foundation for Family Literacy
- Maine Career Centers
- Department of Health and Human Services/ASPIRE Program
- Maine Department of Corrections
- Vocational Rehabilitation
- Maine Humanities Council / New Books, New Readers Program
- Community Action Programs

For More Information

- Maine Department of Education, Adult Literacy resources.
<http://www.maine.gov/education/aded/dev/literacy.htm>
- Literacy Volunteers Maine <http://www.lvmaine.org/>
- Maine Family Literacy Initiative <http://www.mainefamilyliteracy.com/>
- Barbara Bush Foundation for Family Literacy <http://www.barbarabushfoundation.com>
- Maine Humanities Council <http://mainehumanities.org>
- New Books, New Readers Program <http://mainehumanities.org/programs/new.html>

Section 3 - Procedures

1. Needs Assessment

Identification of community needs is critical and required for planning a successful adult education program. Some of the standard practices in conducting a needs assessment are:

- Review prior program data
- Review available demographic data
- The 2010 US Census data for Maine can be found at www.maine.gov/tools/whatsnew/index.php?topic=Economics+and+Demographics+News&id=242233&v=article2011
- Collect local data from the Chamber of Commerce or Growth Council
- Meet with key community leaders
- Conduct formal surveys
- Involve local educational Strategic Planning
- Consult with postsecondary education partners
- Consult with CareerCenter, LWIB, businesses, and other local and regional partners

2. Program Standards

The Maine Adult Education Standards are built upon five program components. These components are the fundamental foundations on which successful adult education programs are built.

The Five Components and Key Concepts of each are:

1. Educational Gains
Key Concept: Program quality is measured by the students' progress toward personal goals (as family members, workers and citizens), by the attainment of skills, and by the achievement of the student's goals.
2. Program Leadership
Key Concept: The program has processes and systems for achieving excellence and demonstrating accountability to all customers and stakeholders.
3. Instructional System
Key Concept: The instructional system integrates on-going assessment, instructional planning, appropriate curriculum frameworks, research-based instructional practices, multiple-delivery systems, and scheduling that promotes accessibility.
4. Staff Development
Key Concept: The program has a continuous cycle of professional development that considers specific needs while improving teacher quality and program effectiveness.
5. Student Services
Key Concept: The program has a plan in place to recruit, support and retain students as they pursue their basic educational goals.

These are the components and key concepts from Maine's Adult Education Standards document. To access the complete document go to

www.maine.gov/education/aded/dev/standards/AEFLA%20Standards.rtf

3. Data and Reporting

Program Evaluation and Reporting is done on a quarterly schedule and will begin with the establishment of a performance accountability system to measure progress of students and report that progress to the State for purposes of producing state aggregated data.

The Focus

The three core indicators of performance as defined in Section 212.

- Core Indicator # 1: Demonstrated improvements in literacy skill levels in reading, writing and speaking English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- Core Indicator #2: Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.
- Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

The Maine Department of Education (MDOE) will adapt the Maine Adult Education Managed Information System (MAEMIS) to meet the recommendations of the National Adult Education Reporting Results Project of the United States Department of Education (USDOE). All programs granted Adult Education and Family Literacy Act (AEFLA) funds are required to report to the MDOE quarterly using the MAEMIS to generate the report. Programs that are not AEFLA funded are encouraged to use MAEMIS for reporting.

The Reports

The programs will report student performance measures on the National Reporting System (NRS) for Adult Education forms on a quarterly basis. The local programs will collect and document student information regarding

- Goals
- Educational Functioning Level (EFL)
- Progress and Achievements

Both qualitative and quantitative data will be collected and analyzed for the purpose of reporting and program development and planning.

The Data

Quality Data is crucial for the success and continuous improvement of Maine's Adult Education Programs. Programs use data to

- document activities
- generate transcripts
- produce GED reports
- advocate for funding purposes

- provide information for course summary reports
- record and measure student progress
- generate the numbers for federal reports
- guide program management and improvement
- generate sorted data for EF-M-39A-B

The Maine Adult Education Managed Information System (MAEMIS) is currently the managed information system (MIS) recommended for all adult education programs and is required for AEFLA funded programs to record and compile data.

4. MAEMIS

About MAEMIS

MAEMIS is currently the managed information system (MIS) for data collection. It is used to provide data for the local adult education programs, for the state and for National Reporting System (NRS) purposes.

MAEMIS is

- recommended for all adult education programs
- required for all programs receiving AEFLA funding
- used by all programs for record keeping for program management, State reporting, and student records
- created in Filemaker Pro, which is a popular relational data base software available for PC and Mac.

Support

Assistance and support in the use of MAEMIS are offered via

- MAEMIS User's Guide FY 2012
www.maine.gov/education/aded/dev/maemis/MAEMIS8_UserGuide.pdf
- MAEMIS Trainings
 - Face to Face Trainings
 - Webinars
 - Webinar Recordings are posted on the PD Portal

Part 1:
http://pdportal.siteturbine.com/uploaded_files/pdportal.maineadulted.org/files/URL_for_recording_of_MAEMIS_Part_1_Webinar.doc

Part 2:
http://pdportal.siteturbine.com/uploaded_files/pdportal.maineadulted.org/files/NRS_and_Data_CollectionRevised_Part_1_1026.ppt
- Resource Guides: All AEFLA funded programs are assigned a Personal Resource Guide whom they are encouraged to contact for assistance with questions or problems related to MAEMIS.

- **Anne Beaulieu**, Biddeford, 282-3883 (W), abeaulieu@biddschools.org
Serves: Biddeford, Kittery, North Berwick, Porter, Sanford, South Berwick, South Portland, Waterboro, Wells-Ogunquit, Windham, York, Gorham, OOB, Standish, and Westbrook
- **Andy McMahan, DOE** 624-6754, andy.mcmahan@maine.gov
Serves: Bucksport, Ellsworth, East Sullivan, MCC, Mt. Desert Island, Belfast, Camden/Rockport, Harrington, Machias, Rockland, Warren, and Thorndike
- **Kathy Cote**, Fairfield, 453-4200 ext. 3114(W), kcote@msad49.org
Serves: Augusta, Bangor, , Fairfield, Gardiner, , Jackman, Newport, North Anson, Orono, Readfield, Skowhegan, Waterville, Winthrop, and Whitefield
- **Barbara McAllister**, Lewiston LC, 784-2928 ext. 2 (W), 795-4122 (Fax), bmcallister@lewistonpublicschools.org
Serves: Lewiston, Auburn, Bath, Bridgton, Freeport, South Paris/Buckfield, Lisbon Falls, Damariscotta, Portland, Topsham, Gray, Mechanic Falls, Richmond, and Learning Works (Portland)
- **Kathy Normandin**, Piscataquis Valley Adult Education Cooperative, Dover-Foxcroft, 564-6525, knormandin@pvaec.org
Serves: Bethel, Boothbay Harbor, Damariscotta, Dexter, Dover-Foxcroft, Farmington, Greenville Jay/Livermore Falls, Mechanic Falls, Region 9 - Mexico, Turner, Waldoboro, and Wiscasset
- **Mary Murray**, Houlton, 521-3100 ext 5 (W) or 532-3829 (H), mamurray@msln.net or murrays@pwless.net
Serves: East Millinocket/Millinocket, Lincoln, Stacyville, Houlton, Fort Kent, Madawaska, Van Buren, Caribou and Presque Isle
- For a full list of MAEMIS resources go to the Maine Adult Education Website www.maine.gov/education/aded/dev/maemis.htm

Reporting

It is the responsibility of directors to audit programs to ensure accuracy, and that data is collected and uploaded on a quarterly basis and for the Year End Final Report. The schedule for the quarterly reports are:

- 1st Quarter: October 15
- 2nd Quarter: January 15
- 3rd Quarter: April 15
- Full Upload: August 15

5. Student Assessment

Need for Assessment Policy

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills for adult learners. To ensure accuracy and consistency, The Maine Department of Education prescribes that adult education agencies use the CASAS assessments which have proven validity and reliability and correlate to the National Reporting System (NRS).

The Maine Department of Education's assessment policy guidelines for CASAS include the selection and use of appropriate learner assessment and procedures for:

1. Accurate learner placement into appropriate program and instructional level
2. Diagnostic information to inform instruction
3. Pre- and post- testing to monitor progress toward goals
4. Certification of level and program completion.

These policy guidelines also include staff training and test security requirements for all staff administering CASAS assessments and who use the results from these assessments.

Appraisals

The Maine Department of Education requires local adult education agencies to use one of the following appraisals in the skill areas indicated in the tables below:

CASAS Appraisal Tests for ESL

Reading	✓
Listening	✓

CASAS Appraisal Tests for ABE/ASE

<i>Skills Areas</i>	<i>Life Skills Form 30</i>	<i>Employability Form 120 or 130</i>
Reading	✓	✓
Math	✓	✓

Appraisals may not be used as a pretest or to measure learner progress. Each CASAS test administration manual includes specific recommendations about which level of pretest to administer, based on the appraisal test score. CASAS provides appraisals for reading, math, listening comprehension, writing, and speaking. Programs are required to administer CASAS appraisal tests prior to administering the appropriate pretest. While each student will require a new pretest at the start of each academic year, the appraisal should not be repeated unless the student has been separated from the program for more than 3 years.

Scoring and Alignment with NRS Levels

CASAS Relationship to NRS Levels for ABE

NRS Level	CASAS Level	Reading and Math Scale Score Ranges	Functional Writing Scale Score Ranges
1 Beginning ABE Literacy	A	200 and below	136* - 200
2 Beginning Basic Education	B	201-210	201 - 225
3 Low Intermediate Basic Education	B	211-220	226 - 242
4 High Intermediate Basic Education	C	221-235	243 - 260
5 Low Adult Secondary Education	D	236-245	261 - 270
6 High Adult Secondary Education	E	246 and above	271 and above

* Estimated score below the accurate range

CASAS Relationship to NRS Levels for ESL

NRS Level		CASAS Level	Reading and Listening Scale Score Ranges	Functional Writing Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	136*
2	Low Beginning ESL	A	181-190	136 - 145
3	High Beginning ESL	A	191-200	146 – 200
4	Low Intermediate ESL	B	201-210	201 - 225
5	High Intermediate ESL	B	211-220	226 - 242
6	Advanced ESL	C	221-235	243 - 260

* Estimated score below the accurate range

Uniform Test Administration Times

The majority of CASAS assessments have appraisal tests that Maine programs require learners to take prior to taking a pretest. Appraisal tests indicate the appropriate level for instruction, as well as which pretest form agencies should administer. Learners should take a pretest as soon as possible upon entry into the program, generally within the first 12 hours, and before the occurrence of any substantial instructional intervention. Learners should be assessed in the areas that are the focus of instruction, using the appropriate CASAS standardized test in reading, math, or listening comprehension. Maine programs are required to administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. CASAS recommends assessing after approximately 70-100 hours of instruction.

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction and then only in extenuating circumstances i.e. for very high-intensity programs (meeting 15 hours/week or more) or in cases of exceptional student progress.

Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, provided that the interim does not exceed three months. Similarly, the most recent assessment results for “stop outs” returning to adult education classes may be used, provided that the last test administered does not exceed the same –three month window. This policy is designed to reduce or eliminate unnecessary testing.

Program personnel may wish to retest “stop outs” or students returning the following semester or reporting period if they have reason to believe that during the learner’s absence or over the summer recess a significant learning intervention occurred that may invalidate the learner’s previous assessment results. In such circumstances, retesting is always an option.

CASAS Trainings

CASAS Implementation Training: CASAS requires that minimally one person from each agency using the CASAS system successfully complete CASAS Implementation training. Once trained, this individual can train others within his or her respective agency but may not train outside that agency.

CASAS Recertification Training: All local agencies funded by the Maine Department of Education (MDOE) are required to comply with a CASAS recertification process to ensure that local personnel are current relative to assessment and product availability and are familiar with MDOE policy,

guidelines, procedures, and accountability issues. At a minimum, designated representatives from local programs must attend refresher training on CASAS every three years.

Training in the use of these prescribed assessments is offered periodically throughout the year. When training dates become available they are posted on the PD Portal and are listed in the PD calendar which is also posted on the Portal. Access to an online CASAS training is also available on the PD Portal.

The Maine Department of Education requires all local agencies to comply with the CASAS training policy presented above. For more information on the next training, please refer to the PD calendar on PD Portal. You may also contact Nancy Dionne at nancy.dionne@maine.gov or 207-624-6780.

- PD Calendar: <http://pdportal.maineadulted.org/untitled>
- CASAS Online Training: <http://pdportal.maineadulted.org/courses/category/23343>
- For more information on student assessment refer to the Maine Assessment Policy Guidelines document: <http://www.maine.gov/education/aded/dev/aepla/meassessmentrev2009b.rtf>

Use of Informal Assessments

The Maine Department of Education encourages local adult education agencies to use a variety of informal assessments to assist in informing instruction. The use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations should be encouraged to monitor learning and to inform instruction on a regular, ongoing basis.

6. Program Evaluation

Program Evaluation

All AEFLA funded programs, GED sites, and Maine College Transitions grant recipients will be monitored for evaluation purposes. Other programs will also be evaluated on a rotating basis. Monitoring is done to support programs in their efforts to implement and adhere to the Maine Guidelines for National Reporting System (NRS) purposes, comply with GEDTS protocols, and continually improve College Transitions and Career Pathways services. Evaluations help ensure that programs have process and procedures in place to provide quality data which meet accountability requirements. Monitoring will be done through annual desk audits and tri-annual site visits.

Desk Audits

Desk audits will be completed by the MDOE annually for each AEFLA funded program, GED, and Maine College Transitions site.

Program Site Visits

Program Site Visits will be conducted on a tri-annual schedule beginning FY 2012. A member of the MDOE Team accompanied by a local director will comprise the team for these program site reviews. Programs will be informed of the review prior to the visit and provided with program data from the audit of the most recent data upload. The Program Monitoring Checklist which is used to guide the site review will also be provided to programs prior to the visit.

7. Professional Development

Ongoing professional growth is essential for ensuring that educators have the knowledge and skills they need to meet the increasing demands of their profession. To ensure that Maine adult educators have access to high quality professional learning experiences, the Adult Education Professional Development Standards have been developed. These standards serve as a framework to guide the development and expansion of a responsive professional development system for federally and state-supported adult education programs.

Organization and Structure of the Standards

The standards are broad guidelines for providing quality professional development experiences and fall into seven primary areas:

1. **Purposeful and Continuous Process:** An effective professional development system reflects a purposeful, structured, and continuous process that occurs over time.
2. **Data-Driven:** Professional development planning and decision-making are driven by information from multiple sources of data.
3. **Responsive and Evidence-Based Content:** Effective professional development results in the acquisition, enhancement, or refinement of skills and knowledge and enhances practitioners' abilities to evaluate and apply current research and professional wisdom.
4. **Varied Learning Experiences:** Effective professional development employs a variety of delivery approaches and methods.
5. **Communities of Learning:** Effective professional development is collaborative and builds learning communities that foster interaction and peer learning among practitioners.
6. **Clear Expectations and Guidance:** An effective professional development system sets high expectations for participation in professional growth activities and provides guidance and tools to support that participation.
7. **Evaluation and Focus on Results:** An effective professional development system uses multiple evaluation strategies to guide improvement and demonstrate its impact.

Professional Development Needs Assessment

Local programs conduct annual needs assessments with their staff to determine areas of concentration for development of staff and program. Programs select one of the four approved assessment tools to carry out their assessment. Once the assessment is completed a plan is developed and submitted to the Professional Development Specialist at the Department of Education. These plans are due September 30th of each program year.

Both the assessment tools and the plan template are available on the Professional Development Portal (PD Portal) at: <http://pdportal.maineadulted.org/untitled>

Ongoing professional development (PD) activities are offered throughout the year through local program offerings, state and national offerings as well as offerings by AE partners and other educational and professional development affiliations.

A yearly PD Calendar is available on the PD Portal at:
http://pdportal.maineadulted.org/news/category/pd_resources

PD Portal

The Maine Adult Education PD Portal is a web portal designed to assist adult educators with browsing and registering for professional development offerings and to assist with managing their transcript. PD offerings are listed on the portal as news, events and courses. The annual PD Calendar is also available on the portal.

PD Portal Access

The first step to using the portal is to set up an account. To set up an account go to <https://pdportal.maineadulted.org/account/login>. Once an account is created, one may

- Search for offerings by name or location
- Sort results by price, distance, and even map view
- Register for offerings directly online
- View and manage their entire professional development transcript anytime

Continuing Education Hours (CEH)

Upon completion of a course which was registered for on the PD Portal, the transcript is updated to the Continuing Educational Hours (CEH). If they are earned from trainings or courses that were not registered for on the portal they can still be added to an online transcript by clicking the “contact us to request outside credits” link. The portal administrator will add them to their online transcript upon verification of attendance. Participants who have previously had a transcript using the old CALL (Center for Adult Learning & Literacy) system can import those old credits into their new online PD Portal transcript.

Adult Education Director Certification

Any new director may apply for initial/conditional certification with the Maine Department of Education. You must complete the application found on the Maine DOE certification website and review rules under Chapter 115 Part II – 4.8 (page 64) Certificate 066: Adult and Community Education Director. This document is available at <http://www.maine.gov/education/cert/index.html>.

Eligibility

- (a) Bachelor's degree from an accredited college or university
- (b) Evidence of one year public or private school teaching or the equivalent of one year teaching experience in an instruction setting – a minimum of 1,000 teaching hours
- (c) Completion of a course in
 - a. Teaching exceptional students in the regular classroom, and
 - b. Federal and Maine civil rights law and education law
- (d) Meets the standards of the Interstate School Leaders Licensure Consortium through coursework or equivalent training experience providing knowledge of the following areas
 - a. School finance and budget
 - b. Supervision and evaluation of personnel
 - c. Organizational theory and planning
 - d. Community relations
 - e. Educational leadership
 - f. Instructional leadership

- g. Curriculum development
- h. Cultural differences
- i. Ethical decision making
- j. Adult literacy
- k. Adult career development
- l. Adult education, philosophy, and theory

ISLLC standards may be met through the School Leader Licensure Assessment in accordance with ME Dept. of Ed. Reg. 13 but other conditions must still be met as per Chapter 115 Part II requirements for Specific Certificates and Endorsements (see Eligible Pathways).

Section 4 - Management

1. Adult Education Calendar

July

- Sub 20 report EFM 39A due July 15
- GED yearly contracts renewed
- MAEMIS End of year Upload by July 15th

August

- AEFLA Narrative and budget report due August 15
- GED testing materials ordered.
- College Transition reports due August 15
- Full Maemis upload by August 15

September

- EFX 132/174 due September 15
- AEFLA Professional Development Plan due September 30th

October

- Fall Director's Meeting

November

- National College Transition Conference
- Professional Development Scholarship Application due November 30

December

- Receive GED testing materials for the next calendar year

January

- Sub 20 EFM 39B report due January 15
- MAEMIS Quarterly Upload by January 15th
- Begin using GED testing materials for current year.
- Return previous GED testing materials by January 31st

February

March

- Spring Director's Meeting

April

- MEFLI (Barbara Bush Literacy Grant deadline)
- Distant learning grants—may vary each year.
- MAEMIS Quarterly Upload by April 15th

May

- Maine College Transitions Grant report due

June

- Plato Licensing renewed by June 30th
- AFELA budget addendum due
- Maine Adult Education Conference

2. Social Security Numbers

The legislature approved LD 1356 (An Act to Improve the Ability of the Department of Education to Conduct Longitudinal Data Studies). LD 1356 hopes to help accomplish several things according to the DOE

- Conduct longitudinal data studies to track individual student enrollment history and achievement data over time through linkage with postsecondary and adult education systems.
- Provide school units with longitudinal data about postsecondary readiness and success by matching records with out-of-state higher education institutions more accurately.
- Match records between the Department's longitudinal data system and early childhood preschool programs for the purpose of evaluating the effectiveness of the programs in improving student achievement.
- Join workforce information with student data to enhance the analytical opportunities for program evaluation, curriculum, and assessment for education and economic development planning.
- Evaluate and improve education programs or conduct research for the purpose of improving education services.

3. Family Education Rights and Privacy Act (FERPA)

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. Â§ 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The

eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Sample forms are available on the State website.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so.

More information is available from the U.S. Department of Education at:

www.ed.gov/policy/gen/guid/fpco/index.html

4. Marketing Your Adult Education program

The purpose of this information is to enable adult educators to market their services better and to reach students who are not currently served. It is important to track data related to marketing techniques to determine effectiveness and impact on program participation.

- Marketing is critical to launching, growing, and maintaining successful adult education programs.
- Online marketing is shown to have the strongest return on investment (ROI) and is the way more and more students are finding out about you and your programs.
- Social media marketing is a vital component of any business strategy.
- Direct email marketing to current and past students can be effectively managed with time-saving tools such as Constant Contact, Contact Storm, Mail Chimp, etc.
- Creating relationships with your customers and fans, improving brand awareness on the various social networks, building your reputation as the "go-to" company in your niche, sharing stories and advice that is so good that other's will want to share it too, and taking the feedback you get and producing new products that reflect the real needs and wants of your customers.
- Social media marketing is the process of marketing through social media sites like Twitter, Facebook and YouTube. By utilizing the social aspect of the web, social media marketing is able

to connect and interact on a much more personalized and dynamic level than through traditional marketing.

- Social media marketing can help you increase the activity around these subsequent goals
 - Website traffic and user behavior (external and internal tracking)
 - Conversion and sales tracking
 - Page views, ad exposure
 - Growing brand association
 - Business development and a broader customer reach
- Reflective questions to consider in developing your marketing strategy:
 - What motivates a student to enroll in college and persist?
 - What are the college-choice variables that are of most interest to adults? (Cost, location, support services, job placement, etc.)
 - To what marketing strategies are adult students most likely to respond?
 - Which incentives will increase enrollment in enrichment classes? Discounts, sales, 2 for 1 deals, etc.

A Quick Note About Terminology

People can mean different things when they say "social marketing".

What social marketing is not:

- Viral marketing
- Word of mouth marketing
- Dating or matchmaking services
- Public service announcements
- Focus groups
- Cause marketing (companies adopting a cause to improve their image and get more sales)

What social marketing is

- A process that uses commercial marketing techniques to promote the adoption of positive health or social behaviors.
- An approach that benefits the people who are adopting the behaviors or society as a whole, rather than the organization doing the marketing.
- It may include some of the items in the "not" column above (okay, not the dating service) but those activities in and of themselves are not social marketing.

Ten Tips for Effective Social Marketing

1. Talk to your customers.
2. Segment your audience.
3. Position your product.
4. Know your competition.
5. Go to where your audience is.
6. Utilize a variety of approaches.
7. Use models that work.
8. Test, test, test.
9. Build partnerships with key allies.
10. See what you can do better next time.

Section 5 - Adult Education Finances

1. Introduction

Local adult education programs have many options available to them to fund their activities. The choice of which funding streams to pursue will be determined by the programming offered, the needs of the community, and the local support for adult education. This section will explain each of the major sources of funding—fees, local tax dollars, and state subsidy—and the steps required to access it. You will also find a brief overview of some additional funding sources. Before addressing sources of funding, you should understand how to account for money in adult education and why it is important to do so accurately. It is critical for directors to develop a strong relationship with the business manager in their school district.

2. Adult Education Accounting

Model Chart of Accounts

The Maine Department of Education has mandated a uniform system of accounting for all school systems. It is utilized to track revenue and expenditures by fund, program, function, object, and cost center. Accounts will be identified by five sets of numbers to specify each of these areas.

Fund. Most adult education accounts will begin with some variation of fund code 1500, which is the adult education general fund code used to segregate adult education transactions from the K-12 general fund. Other fund codes you may encounter include 2015 (enrichment that is not self supporting), 2950 (AEFLA), 6150 (enrichment that is fully self supporting), or other special revenue for local, state, and federal funds.

Program. Program codes help to identify the match between funding source and expenditure for each major activity in adult and continuing education. Common examples include 6000 (general code for administration), 6100 (AEFLA), 6200 (enrichment), 6300 (workforce training), 6500 (high school completion), and 6600 (local literacy). See the chart below for a full list of instructional programs.

Function. The function code is used to determine the purpose of the expenditure, such as instruction (1000), administration (2300), or support services (2120), or professional development (2210).

Object. The object code refers to a specific activity, material, or service. These are numerous, but the ones used most frequently can be found in the chart below.

Cost Center. Adult and continuing education programs will use a cost center code in the 400-499 range. The code will be determined by the business manager. Cost center codes that end in 9 are solely for identifying AEFLA eligible local match, i.e. 409.

Sample coding for Adult Ed Instruction: General Fund

Fund	Program	Function	Object	Cost Ctr	
1500	see note	1000	1010	400	Teacher salary
1500	see note	1000	2010	400	Teacher benefits, excluding retirement/tuition
1500	see note	1000	2310	400	Teacher retirement
1500	see note	1000	2510	400	Teacher tuition
1500	see note	1000	1020	400	Ed Tech salary
1500	see note	1000	2020	400	Ed Tech benefits, excluding retirement/tuition
1500	see note	1000	2320	400	Ed Tech retirement
1500	see note	1000	2520	400	Ed Tech tuition
1500	see note	1000	1230	400	Substitute salary
1500	see note	1000	2030	400	Substitute benefits, excluding retirement/tuition
1500	see note	1000	2330	400	Substitute retirement
1500	see note	1000	2530	400	Substitute tuition
1500	see note	1000	1500	400	Regular Stipend
1500	see note	1000	2000	400	Stipend benefits
1500	see note	1000	2300	400	Stipend retirement
1500	see note	1000	3000	400	Purchased Professional Services
1500	see note	1000	3300	400	Employee Training and Development
1500	see note	1000	3430	400	Contracted Services eligible for subsidy
1500	see note	1000	4000	400	Purchased Property Services
1500	see note	1000	4320	400	Technology Related Repairs and Maintenance
1500	see note	1000	4330	400	Software Related Repairs and Maintenance
1500	see note	1000	4430	400	Rental of Technology Equipment
1500	see note	1000	5000	400	Other Purchased Services
1500	see note	1000	5610	400	Tuition paid to other school administrative units
1500	see note	1000	5640	400	Tuition paid to Educational Service Agencies
1500	see note	1000	5690	400	Other tuition paid
1500	see note	1000	5800	400	Employee travel, excluding Professional Development & state meetings
1500	see note	1000	5830	400	Employee travel to state meetings
1500	see note	1000	6000	400	Other Supplies (not delineated in 6000 range below)
1500	see note	1000	6100	400	Instructional supplies
1500	see note	1000	6400	400	Books
1500	see note	1000	6500	400	Technology Related Supplies
1500	see note	1000	7000	400	Property
1500	see note	1000	7340	400	Technology related hardware (fixed asset)
1500	see note	1000	7341	400	Technology related hardware (supply asset)
1500	see note	1000	7350	400	Technology related software (fixed asset)
1500	see note	1000	7351	400	Technology related software (supply asset)
1500	see note	1000	8000	400	Miscellaneous
1500	see note	1000	9000	400	Contingency

NOTE: *The above chart should be utilized for all program codes that are applicable to the school administrative unit:*

<u>Program Code</u>	<u>Description</u>
6000	Summary Code of all programs
6050	ITV programs
6060	Adult Transitions (eligible for AEFLA match with cost center 409)
6090	ASPIRE, Work Ready, Get Best Bid (eligible for AEFLA match with cost center 409)
6095	Community Service
6100	Federal Literacy
6200	Enrichment (use ONLY with fund 2015 or 6150)
6300	Workforce Training and Re-training (eligible for AEFLA match with cost center 409)
6400	Handicapped
6500	High School Completion (eligible for AEFLA match with cost center 409)
6600	Local Literacy
6700	Adult Career and Technical Education (Carl Perkins Programs)
6800	Even Start - Family Literacy
6900	Other Family Literacy Programs

Expenses

It is important to itemize each expense according to the proper account. When planning the budget, sufficient funds should be allocated to the appropriate fund, program, function, object, and cost centers to be used in the following year. When billing an expense to the accounts payable person in the school business office or setting up payroll, you will need to determine the appropriate fund, program, function, object, and cost center codes.

Revenue

Revenue codes are used to identify incoming funds that will be used to support adult education activities. Typical revenue codes used by adult education programs include 1114 (taxes levied by a SAU on local property to support adult education—municipal units use 1214), 1317 (revenue for enrichment programs), 1929 (other private grants for adult education including MEFLI), 3237 (funds from LWIBs), 3239 (ASPIRE for adult education), 3240 (state subsidy), 3249 (College Transitions grant), 3295 (receipts from University including ITV), 4539 (Corrections ABE), and 4582 (AEFLA).

It is important to identify the proper revenue code to ensure that funds are expended in appropriate activities. For example, incoming revenue for enrichment programming should be sufficient to cover the expenses in fully self-supporting enrichment expenditures (fund code 6150).

Reporting

Expenses are reported to the state at the end of the year on the EF-X-132 (Request for Subsidy) which is due in September. EF-X-174 (Adult Education Course Summary Report) must also be submitted at the same time. At this time, data from the EF-X-132 is being matched against the amounts submitted by the school business manager in MEDMS (Maine Education Data Management System), so it is important to coordinate reports before submitting to the state. In the near future, expense reports will only be submitted via MEDMS.

3. Fees

According to Maine statute, adult education programs are permitted to establish a registration fee schedule, including fees for labs and materials, and determine how to use those fees. In 2008, this was further clarified as explained in Chapter 229 of the administrative rules below.

Chapter 229: ADULT EDUCATION FEES

SUMMARY: This rule provides guidance in the collection and utilization of fees in adult education programs.

1. Registration Fees

Registration fees may not be charged for general adult education participation but may be charged for specific course participation.

- A. No registration fees shall be charged to students qualifying for and participating in the following adult education courses:
 - 1. Basic literacy instruction, including English as a Second Language;
 - 2. Courses for students with disabilities, basic literacy instruction including English as a Second Language, and high school completion courses for adult learners with disabilities; and
 - 3. High school completion courses.
- B. Registration fees may be charged to students participating in:
 - 1. Career and technical courses, and workforce training and re-training courses, that are not part of a student's predetermined high school completion program; and
 - 2. Enrichment courses.

2. Lab and Materials Fees

Fees may be charged to all persons in all adult education courses except lab and materials fees may not be charged for those students qualifying for and participating in federally funded basic literacy instruction, including English as a Second Language, courses for students with disabilities, and high school completion programs. Unless otherwise waived under Section 3 of this rule, if lab and materials fees are charged they must be charged to all participants in the course.

3. Fee Waivers

The use of local waivers or scholarships, from fees collected locally, may be utilized for providing financial aid to those in need.

4. Fee Utilization

- A. Fees collected from the operation of adult education programs shall be utilized to defray the cost of non-subsidizable expenditures incurred in the conduct of such programs, except that:
 - 1. Fees that are used in support of subsidizable activities must be subtracted from the amount requested for subsidy;
 - 2. Fees may not be utilized as part of the local share; and
 - 3. Fees collected from the operation of enrichment courses and other non-subsidizable activities must be accounted for under separate and appropriate account codes that are distinct from accounts for subsidizable adult education courses.

5. Alternate Education

Alternate Education revenues collected through adult education for alternate education programming, as reported on the EF-M-39, must be subtracted from expenditures prior to calculating reimbursement for State adult education subsidy on the EF-X-132.

STATUTORY AUTHORITY: M.R.S.A. Title 20, Chapter 308, Section 2388; 20-A MRSA §§ 8601-8609

4. Budget Preparation for Local Share

The budget preparation process is normally conducted as part of the overall school system's time-line. During the fall, the director and staff should closely review the actual expenditures and revenues from the prior year, and the anticipated activities from the year to date, assess any known needs for staff, equipment or supplies. If the advisory council is to be involved, a meeting should be scheduled to come up with or review a draft budget.

It is at the discretion of the Local Education Agency to determine the timeline and procedure for developing and approving a budget to present to the taxpayers. In some cases, the adult education director may make a presentation to the school board, while in other schools they will present only to the finance committee or simply to the superintendent. Once a budget is prepared for the local citizens, there is a legal procedure to follow.

See the excerpt from M.R.S.A. 20-A below for the official language to be used on the local warrant.

§8603-A. Warrant to raise, appropriate, receive and expend money

- **Warrant language.** In order to fund adult education and educational activities and tuition costs under section 8603, a school administrative unit must use the following warrant language at a duly called special or regular meeting or city election:

"Article: To see if (the school administrative unit) will appropriate \$...... for adult education and raise \$...... as the local share; with authorization to expend any additional, incidental or miscellaneous receipts in the interest and for the well-being of the adult education program."

- **Approval.** Approval of the warrant must be by majority vote of those voting in the school administrative unit's legislative body budget meeting or election.
- **Effect on multiple school administrative units.** If more than one school administrative unit is participating in the adult education program, the appropriation line must be the total adult education budget for all the units participating and the amount to be raised must be that specific school administrative unit's share of the total amount to be raised by local taxation.

5. State Reimbursement for Adult Education

Adult education programs may be reimbursed for allowable expenditures using two factors: a percentage of expenses based upon category and a ceiling derived from the amount spent in past years combined with the amount approved by the local taxpayers. Further explanation of the eligibility for reimbursement is explained in Chapter 221 and Chapter 222 below.

It is important for adult education directors to explain the subsidy mechanism to the superintendent, business manager, finance committee, and school board if they are not already familiar with it as it is significantly different from formulas used to fund K-12 education. It might be tempting in some economic climates to reduce or level fund the local share for adult education, but the formula safeguards for this by penalizing the school system with a smaller subsidy amount in the subsequent year. Periodic reminders about this formula and the impact of local share are also suggested.

See Handbook – Book 2 for explanation and examples of how the formula works and tools to use with your school board.

Chapter 221: ADULT EDUCATION ADMINISTRATIVE COST REIMBURSEMENT

SUMMARY: This rule specifies the elements of adult education administrative costs for which school administrative units, regions and centers may claim reimbursement.

1. Definitions

- A. "Administrative salaries" means the salaries and fringe benefits of Administrators, and Directors of all adult education courses so long as at least one basic literacy, high school completion or college transition course is offered, and of GED Examiners and GED proctors.
- B. "Supervisory salaries" means the salaries and fringe benefits of counselors, recruiters, section or unit heads of all adult education courses so long as at least one basic literacy, high school completion or college transition course is offered.
- C. "Clerical salaries" means the salaries and fringe benefits of all personnel involved in clerical activities that support adult education courses so long as at least one basic literacy, high school completion or college transition course is offered.
- D. "Educational Functioning Levels" means the levels at which a learner is placed, based on the learner's ability to perform literacy-related tasks in specific content areas on State-approved standardized assessments.
- E. "Citizens' advisory committee costs" means expenditures for:
 - (1) Travel for committee members excluding travel to committee meetings;
 - (2) Salary for clerical personnel excluding committee members;
 - (3) Supplies used in the operation of committee meetings; and
 - (4) Staff development activities for committee members.
- F. "State-approved data collection system costs" means the costs of training and technical assistance for a unit's, region's or center's State-approved data collection system.
- G. "State assessment (non-GED) costs" means the costs of tests required under State assessment policy.

2. Prior Approval

A. Citizens' Advisory Committee Costs

Expenditures in excess of \$1000 in any fiscal year require prior approval from the Department of Education.

STATUTORY AUTHORITY: Title 20, M.R.S.A., Chapter 308-A, Sections 2386 and 2390 effective August 30, 1979; Title 20-A MRSA §8602

Chapter 222: ADULT CAREER AND TECHNICAL EDUCATION, AND WORKFORCE TRAINING AND RE-TRAINING, COST REIMBURSEMENT

SUMMARY: This rule specifies the elements of adult career and technical education, and adult workforce training and re-training, costs for which school administrative units, regions and centers may claim reimbursement.

1. Conditions for Reimbursement

- A. Adult career and technical education must meet the requirements below.
 - 1. The organized educational activities must offer a sequence of courses that:
 - a. provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 - b. provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - c. may include prerequisite courses (other than a remedial course) that meet the requirements set forth in this subsection.
 - 2. The organized educational activities must include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.
 - 3. Instructional supplies used in adult career and technical education courses and for which reimbursement may be claimed means those supplies that fulfill the purpose of a specific instructional program and, during the teaching process, are actually consumed or worn out through use, or lose their identity through fabrication or incorporation into different or more complete units or substances. Instructional supplies do not include those items that result in a product or service for the student for which lab or materials fees may be assessed, or those items that result in a product or service for the school administrative unit, region or center. (Lab or materials fees should be assessed to cover activities resulting in a product or service for the student.)
 - 4. School administrative units, regions and centers providing adult career and technical education programming and claiming reimbursement in accordance with 20-A MRSA, Chapter 315 must do so in a manner that will support existing co-operative regional arrangements for the delivery of adult career and technical education offerings.
- B. Adult workforce training and re-training courses must serve learners in one or more of the following categories.
 - 1. Preparatory adult learners are adults learning new skills in preparation for employment in a job or occupation that is new to them. These students must be enrolled in a planned personal program leading to progressive skill development for entry into the selected occupation.
 - 2. Supplemental learners are adults pursuing courses or activities related to current full-time or part-time employment or wage earning activities. The usefulness of the course to the employment or wage earning activities must be clear and applicable.
 - 3. Certificate learners are adults participating in a sequence of courses that provide individuals with the academic and technical knowledge and skills that individuals need to prepare for further education and careers in current or emerging employment sectors.

2. Reports

All programs applying for reimbursement of adult career and technical education or adult workforce training and re-training costs must file reports as required either by federal and state agencies or under 20-A MRSA, Chapter 315.

6. EF-M-39 - 16-20 year out of school youth

Students 20 and under in Maine are eligible for a free public education until they earn a high school diploma. Maine statutes define "Adult education" as education programs primarily operated for individuals beyond the compulsory school ages and administered by school administrative units. However, many adult education programs serve students in their GED and diploma classes who are not enrolled in day school but are legally eligible for high school instruction. School systems are to be reimbursed for providing services to these students through the Essential Programs and Services mechanism (EPS), and the EFM-39 form is used to collect data on these eligible students.

It should be noted that these reimbursement funds are only sent to schools who receive state funding through the EPS formula and the amount received is based on the prorated amount the district receives. The 16-20 year old funds are not directly sent to the adult education program; however it is at the discretion of the Local Education Agency to determine the use of these funds and whether all or a portion should be directed toward support of adult education programming.

It is critical for directors to establish a strong relationship with the business manager in the school district. Adult education directors should meet with their business managers to determine the amount of 16-20 year old funds that are actually received by the school district. **This dollar figure is important leverage for local support of adult education programs as the district would lose these funds should it eliminate its adult education program.**

See the following excerpt from M.R.S.A. 20-A §8605 for further explanation of this enrollment count.

- Secondary school age person count; subsidy; tuition. A secondary school age person who is not attending a public school and who is enrolled in an adult education course must be treated for state subsidy and tuition purposes as follows.
- Such a person who enrolls in a semester adult education course, is counted as .1 of a student for each such course.
- The unit in which such a person resides must be reimbursed in accordance with chapter 606-B.
- If a unit in which a person resides does not offer an adult education course appropriate for such a person, the person may enroll in an adult education course offered by another unit or private school, subject to the approval of the sending unit's superintendent. The sending unit shall pay tuition to the receiving unit in an amount no greater than .1 of the present per student subsidy allocation for secondary students in the sending unit.
- Transfer student. The following provisions apply to the transfer of a student who has not attained 20 years of age from one school administrative unit to another for the purposes of state subsidy when the student is not attending a public school and is enrolled in an adult education course.
- The transferor superintendent and the transferee superintendent may approve the transfer of a student from one school administrative unit to another if they find that the transfer is in the student's best interest and the student is in agreement with that finding. If the student has not attained 18 years of age and is not an emancipated minor, the student's parent must approve of the transfer.
- When a student has been denied a transfer under paragraph A, the student or the parent of a student who has not attained 18 years of age may request from the commissioner a review of the denial. The commissioner shall review the decision and may approve or disapprove the transfer. The commissioner's decision is final and binding.
- A superintendent shall review annually any transfers made into or out of that superintendent's school administrative unit under this subsection.
- For purposes of state subsidy, a student transferred under this subsection is considered a resident of the school administrative unit to which the student is transferred. The superintendent of the receiving unit shall certify to the commissioner any transfer approved under this subsection when reporting to the department the number of adult education students who have not attained 20 years of age.

7. Adult Education Grants

Grant Reimbursement Procedures

1. For programs that do not use the existing on-line grant system, you are in an existing reimbursement model and your process will not change.
2. For certain competitive grants, there will be an allowance made for those who need an initial advance payment for startup funds. If the grantee is in one of these programs, the grantee should be mindful that start-up funds will need to be reported as expended before any future reimbursement payments are made available beyond the first advance payment. An advance may only be requested for 15 to 30 days as “working capital” in order for the SAU’s/vendors to launch their programs, but after that initial award, all payments are either on a reimbursement basis or a 72 hour advance basis. If the initial payment/advance is intended to cover July’s expenses, then the amount should not exceed 1/12th of the award.
3. For funds initially allocated in FY 12 (school year 2011-12), the reimbursement process will be as follows:
 - a. An SAU superintendent will be able to assign a designee to serve as the SAU agent for reimbursement requests.
 - b. Once FY 12 funds are expended by the grantee, an electronic Vendor Reimbursement Request Form is filled out on-line through the Grant Application Website (www.4pcamaine.org) and is sent by email for reimbursement to the appropriate DOE program grant manager.
 - c. A form related to the budget activities of the approved application and expenditures will need to be completed and should correspond to the original or revised budget.
 - d. From this information, the electronic system will create the Vendor Reimbursement Request Form in a format that will allow it to be processed by the State agencies that need to be involved.
 - e. The system will email the Vendor Reimbursement Request Form to the appropriate DOE program grant manager.
 - f. The DOE program grant manager will check the balances, and if correct, will send the request for payment to DAFS.
 - g. The documentation and paperwork supporting the expenditures will be available for review at the district office and be part of the financial record.

PLEASE NOTE: This process is a mechanism to provide the grantee with reimbursement of the expended funds, and the State’s approval of the request for reimbursement does not replace the accounting audit requirements nor is it an approval of the expenditures.

AEFLA

The Maine Department of Education issues Request for Proposals (RFP) annually, normally in the spring. These are mailed to eligible agencies including all Maine school systems. The first year of the grant cycle requires a complete proposal, with much less complicated renewal proposals required in later years of the cycle. The Department conducts instructional workshops to assist programs in the grantwriting process. Notification of awards is normally done in June. The program will be allotted an

amount of money depending on funds available and on the competitive process. The program budget may need to be adjusted prior to the start of the program.

Maine College Transitions

Maine College Transitions is offered through local adult education programs and are comprehensive programs of study leading to enrollment and success in a post secondary institution. MCT includes career planning, case management and data collection, instruction in college preparation coursework, and the development of a peer cohort and/or coaching system. The Maine Department of Education provides a grant to support MCT on a two year cycle, with at least one award in each of the 16 counties in the state. College access grants are available from the Finance Authority of Maine (FAME) to help support students in transition to college. Visit www.famemaine.com for more information.

Foundation Grants

Programs should explore local foundations whose mission might support specific program needs. There are on-line grant web sites, and the Maine Philanthropy Center in Portland is a great resource. The Maine Community Foundation operates several county funds that are often interested in small projects which have a transformative effect on a community.

Family Literacy

The Barbara Bush Foundation for Family Literacy has supported the Maine Family Literacy Initiative for many years. MEFLI grants are administered by the Maine DOE and are awarded annually through a competitive process. A grantwriting workshop is often provided, with the RFP process conducted in the spring, and awards are given by Mrs. Bush in June. Visit www.mainefamilyliteracy.com for more information.